

Chance and Data

Name Matthew

Class 3A Date 9/11/10

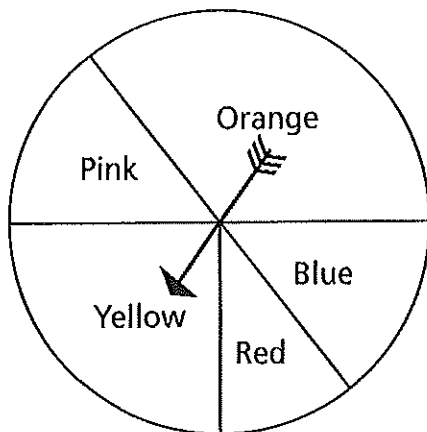
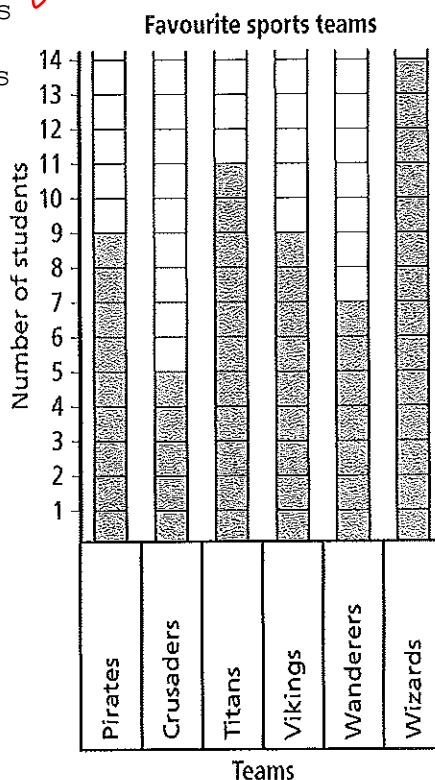
Progression Points

- 2.25 Displays of data as a column or bar graph.
 2.5 Identification of events which are equally likely.
 Construction of an appropriately labelled bar graph.
 2.75 Investigation of the fairness of events such as gambling and games through experimentation.
 Comparison of the likelihood of everyday events and linking of events with statements about how likely they are to occur.
 Understanding of the distinction between discrete and continuous scales.
 3.0 Interpret a variety of data displays.
 3.0 Interpret pie charts and electronic data.

2.25

1 Answer the questions about the graph.

- a Which team is the most popular? Wizards ✓
 b Which team is the least popular? crusaders ✓
 c How many more people like the Titans than the Vikings? 2 ✓
 d Which teams are equal in popularity? pirates and vikings ✓



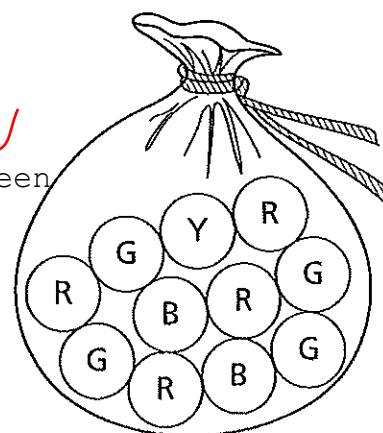
2 Answer the questions about the spinner.

- a What colour is most likely to be spun on the spinner? orange ✓
 b What colour is least likely to be spun on the spinner? red ✓
 c What colours are equally likely to be spun? blue and pink ✓

3 Answer the questions.

- a Which colour is least likely to be drawn from the bag? yellow ✓
 b Are there any colours that are equally likely to be drawn from the bag? red and green ✓

G = Green
 R = Red
 B = Blue
 Y = Yellow



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Progression Points

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- 2.75 Investigation of the fairness of events such as gambling and games through experimentation.
Comparison of the likelihood of everyday events and linking of events with statements about how likely they are to occur.
Understanding of the distinction between discrete and continuous scales.
- 3.0 Interpret a variety of data displays.
- 3.0+ Interpret pie charts and electronic data.

Question 4 is the expected level of achievement for the end of grade 3.

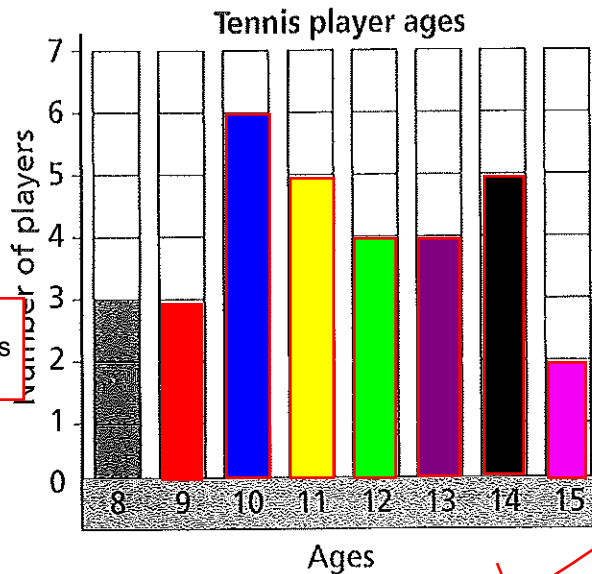
- 4 The Junior Tennis Club surveyed its 32 members to find out their ages. The data was recorded in the shaded box below.

Junior Tennis players' ages							
8	12	9	13	10	12	12	15
9	13	10	14	11	13	13	14
10	14	11	8	10	10	14	15
11	8	12	9	11	11	10	14

- a Make a table of the data. Forget to answer this question?

Ages	8	9	10	11	12	13	14	15
Players	3							

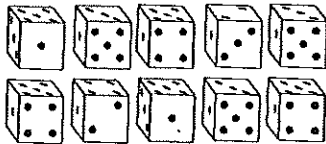
- b Create a column graph of the data in the table. It has been started for you.



Challenge Question

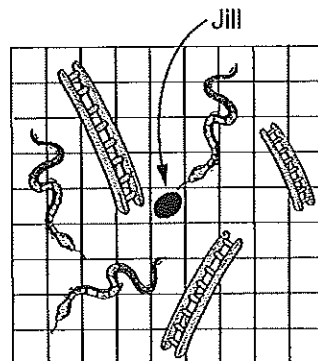
- 5 When Jack and Jill started to play Snakes and Ladders they made it a rule that you had to throw a 6 before you started.

Here are Jack's first ten throws. Jill is already on the board.



Yes

- a Is this a fair rule? No
- b Explain why. because someone could win while the other is trying to get a six



Because they're equally likely to roll a 6.



Level 3, Grade 3 Assessment Task
Semester 2, Term 4

Chance & Data Assessment Rubric

The Task: After gathering and presenting data and exploring the topic of chance, each student completed a Chance & Data Assessment Task. They were given 40 minutes to complete the task independently.

<i>Points of Achievement for Level 3 (grade ¾)</i>
<i>Measurement, Chance & Data</i>
<i>The following points are expected to be achieved by the end of grade 3.</i>
➤ Can display data as a column or bar graph.
➤ Identification of events which are equally likely.
➤ Construction of an appropriately labelled bar graph.
<i>The following points are above the expected level for grade 3.</i>
➤ Can compare the likelihood of everyday events and linking of events, with statements about how likely they are to occur.
➤ Investigated the fairness of events such as gambling and games through experimentation.
➤ Understands the distinction between discrete and continuous scales.

Teacher comment:

Matthew has a great understanding of this topic. He needs to check over his work so he doesn't miss any questions. Well done!